

10-1-2007

## Faculty Senate Monthly Packet October 2007

Portland State University Faculty Senate

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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**TO:** Senators and Ex-officio Members to the Senate  
**FR:** Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **October 1, 2007**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- B. Approval of the Minutes of the June 4, 2007, Meeting
- C. Announcements and Communications from the Floor
  - Provost's Report
  - Vice President's Report
- D. Unfinished Business
- E. New Business
- F. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
  - 1. Report of the Advisory Committee on Academic Information Technology – Smallman
  - \*2. Report of the Institutional Assessment Council - Labissière
- H. Adjournment

**\*The following documents are included with this mailing:**

- B Minutes of the June 4, 2007, Meeting
- G -2 Report of the Institutional Assessment Council

# \*\*\* 2007-08 PSU FACULTY SENATE ROSTER \*\*\*

## \*\*\*\*2007-08 STEERING COMMITTEE \*\*\*\*

Presiding Office: Richard Clucas  
 Presiding Officer Pro tem: Michael Flower  
 Steering Committee: Kathi Ketcheson,  
 Jeanette Palmiter & Patricia Wetzel  
 Judy Patton (Comm on Comm), *Ex officio*

## \*\*\*\*2007-08 FACULTY SENATE (108)\*\*\*\*

### All Others (15)

Angell, Nate	OMC	2008
Baccar, Cindy	ADM	2008
Ketcheson, Kathi	ORP	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008
*Welnick, Jennifer (Gregory)	CREC	2008
Barham, Mary Ann	IASC	2009
*Collins, Mary (Yackley)	SHAC	2009
Jagodnik, Joan	IASC	2009
Luther, Christina	INTL	2009
Ryder, Bill	ADM	2009
Accetta, Alexander	CREC	2010
*Hoffman, Agnes (Cardenas)	ADM	2010
Korbek, Ebru	OSA	2010
Toppe, Michele	OSA	2010

### Business Administration (6)

†Ramiller, Neil	SBA	2008
* (Yuthas)	SBA	2008
Brown, Darrell	SBA	2009
Hansen, David	SBA	2009
O'Connor, Maureen	SBA	2010
Dickinson, Don	SBA	2010

### Education (7)

†Caskey, Micki <i>Winter 2008</i>	ED	2008
* Kim, Dae Y. (Isaacson)	EPFA	2008
Cress, Christine	ED	2009
Thao, Yer	ED	2009
*Gilliland, Emily (Ruben)	ED	2009
Farahmandpur, Ramin	ED	2010
†Livneh, Cheryl <i>Fall 2007</i>	CEED	2010

### Engineering and Computer Science (10)

Black, Andrew	CMPS	2008
Feng, Wu-chi	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
Brown, Cynthia	CS	2009
Chrzanowska-Jeske, M.	ECE	2009
†Devletian, Jack	ECS	2009
Hook, James	CMPS	2010
Sheble, Gerald	ECE	2010
Morris, James	ECE	2010

### Extended Studies (1)

†Fritzsche, Vincent	XS PDC	2009
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### Fine and Performing Arts (6)

Knights, Clive	ARCH	2008
*LePore, William (Fletcher)	ART	2008
Wattenberg, Richard	TA	2009
Charman, Elisabeth	ART	2009
Magaldi, Karin	TA	2010
†Patton, Judith	TA	2010

### Library (3)

Brenner, Michaela	LIB	2008
†Paynter, Robin	LIB	2009
Bielavitz, Thomas	LIB	2010

### Liberal Arts and Sciences (40)

Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
*Hines, Maude (Weasel)	ENG	2008
Jacob, Greg	ENG	2008
Kapoor, Prya	SP	2008
Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Wetzel, Patricia	FLL	2008
†Works, Martha	GEOG	2008
Arante, Jacqueline	ENG	2009
Blazak, Randy	SOC	2009
Bodegom, Eric	PHY	2009
Farr, Grant	SOC	2009
Garrison, Tim	HST	2009
Jiao, Jun	PHY	2009
Hickey, Martha	FLL	2009
Liebman, Robert	SOC	2009
*Perlmutter, Jennifer (Miller-Jones)	FLL	2009
†Reese, Susan	ENG	2009
*Rhee, Ma-Ji (T. Dillon)	FLL	2009
Stovall, Dennis	ENG	2009
†Zelick, Randy	BIO	2009
Ames, Kenneth	ANTH	2010
Bleiler, Steven	MTH	2010
†Fountain, Robert	MTH	2010
Fuller, Steven	FLL	2010
Johnson, Daniel	GEOG	2010
Johnson, David	HST	2010
Khalil, Aslam	PSY	2010
Lafferrière, Gerardo	MTH	2010
Mercer, Robert	CLAS	2010
Mussey, Ann	WS	2010
Padin, José	SOC	2010
Palmiter, Jeanette	MTH	2010
Ruth, Jennifer	ENG	2010
Walton, Linda	HST	2010

### Other Instructional (4)

Flower, Michael	HON	2008
Labissière, Yves	UNST	2008
†Fallon, Ann	UNST	2009
Jhaj, Sukhwant	UNST	2010

### Social Work (7)

Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008
Talbot, Maria	SSW	2009
Meinhold, Jana	CFS	2009
Wahab, Stephanie	SSW	2009
Anderson-Nathe, Benjamin	CFS	2010
Coleman, Daniel	SSW	2010

### Urban and Public Affairs (9)

Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008
†Brodowicz, Gary	PHE	2009
Messer, Barry	USP	2009
Sussman, Gerry	USP	2009
Dill, Jennifer	USP	2010
Gelmon, Sherril	PA	2010
Wallace, Neal	PA	2010

†Member of Committee on Committees

\*Interim appointments indicated with asterisk

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, June 4, 2007  
**Presiding Officer:** Kathi Ketcheson  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Agorsah, Arante, Balshem, Baccar, Barham, Blazak, Bodegom, Brenner, Brodowicz, D. Brown, Buddress, Bulman Carter, Caskey, Clucas, Collier, Collins, Cotrell, Cress, Elzanowski, Fallon, Farquhar, Fischer, Flower, Fosque, Garrison, Gregory, Hagge, Hickey, Ingersoll, Jagodnik, Jiao, Jivanjee, R. Johnson, Kapoor, Ketcheson, Kim, Knights, Labissiere, Lall, Larson, Lenski, LePore, Livneh, MacCormack, Maier, McBride, Medovoi, Morgaine, Paynter, Ramiller, Rectenwald, Reder, Reese, Rueter, Sanchez, Santen, Schechter, Shapiro, Sharkova, Shusterman, Squire, Stevens, Stoering, Talbot, Tate, Thompson, Wadley, Wahab, Wamser, Watanabe, Wattenberg, Wetzel, Wollner, Works, Yuthas, Zelick.

**Alternates Present:** Barnes for Angell, Rad for Bertini, Hook for Black, Perkowski for Chrzanowska-Jeske, Toth for Liebman, George for Luther, Ott for Mandaville, Sanchez for Perlmutter, Barnes for Santen, Harmon for Sedivy, Masta for Weasel.

**Members Absent:** C. Brown, K. Brown, Burns, Cardenas, Devletian, Farr, Feng, Hunter, Fritzsche, Kominz, Mathwick, Messer, Powers, Ryder, Shattuck, Stovall, Sussman, Thao.

### **New Members**

**Present:** Cardenas, Toppe, Gilliland, Magaldi, Patton, Bleiler, Bodegom for Khalil, Korbek, Lafferrière, Mercer, Mussey, Palmiter, Ruth, Jhaj, Meinhold, Anderson-Nathe, Mishishiba for Gelmon.

### **Ex-officio Members**

**Present:** Andrews-Collier, Bernstine, Burton, Christopherson, Diman, Feyerherm, Fortmiller, Fung, Gregory, Kaiser, Koch, LaTourette, Mack, McVeety, Feeney for Murdock, Nelson, Sestak, Smallman, Spalding, Wallack.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE MAY 7, 2007, MEETING**

The minutes were approved as published.

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

Senators were reminded that at the doors there are copies of several reports that were not included in the mailing.

Election runoff results: MCECS - James Morris, SBA - Don Dickinson. LIB – there is a tie between Kenreich and Bielavitz and another election to be conducted in the next two weeks.

Added to Agenda, is an addition to E-1, Undergraduate Curriculum Committee Proposals (handout)

The Provost is hosting a Reception at Benson House after the meeting.

Changes in Senate/Committee memberships since May 5, 2007: Barbara Rubin, ED, was elected to the Senate in May, but has subsequently resigned and will be replaced by Emily Gilliland.

### **ELECTION OF OFFICERS FOR THE 2007-08 PSU FACULTY SENATE**

Presiding Officer: Richard Clucas

Presiding Officer Pro Tem: Michael Flower

Steering Committee Members: Kathi Ketcheson, Jeanette Palmiter, Patricia Wetzel

### **President's Report**

BERNSTINE greeted the assembly and thanked all for another great school year. He said he would hold his remarks for the party on 4 June. He thanked all for their support of his presidency, as well as all the individual support he has received. It has been a great ten years. He will miss everyone very much, but knows the future of the university is very bright because of the people like those in this room that work at this institution. Sustained applause.

The Presiding Officer thanked him for his service, on behalf of the Faculty Senate.

### **Provost's Report**

KOCH thanked the assembly for their hard work this year. He also thanked those present who attended the spring symposium as part of the total 135 attendance.

KOCH noted that in late May, the CAE hosted an International Engagement workshop, bringing together faculty and leaders from across the US as well as foreign nations. The Center will offer the second annual institute next May, and will reserve several places on the agenda for PSU faculty.

KOCH announced the formation of the Internationalization Council, similar to the Advising, etc. councils. The membership roster will be forthcoming shortly.

KOCH noted that, regarding course management software, based on the recommendation of the Advisory Committee on Academic Information Technology, the university would update Web CT to Blackboard, and continue to support both Web CT for the present. A project manager will be named to supervise further study for approximately three more years.

## **D. UNFINISHED BUSINESS**

None

## **E. NEW BUSINESS**

### **1. Undergraduate Curriculum Committee Proposals**

MIKSCH introduced the proposals for the committee, including an addendum of one new course in LAS and a program change in SBA (attached), after "E.5."

WETZEL/CARTER MOVED THE SENATE APPROVE new courses, Liberal Arts and Sciences, as listed in "E-1 and the addendum."

FOUNTAIN noted that the ESR course overlaps with Stat 243/244 courses. MIKSCH noted that the committee didn't consult with Mathematics because this was one of best proposals ever submitted in terms of acknowledging course overlap. RUETER noted that irrespective of overlap, ESR requires these courses for their major, as program assessment indicated that they are needed.

ELZANOWSKI asked what assurance could Mathematics be given that this will continue. RUETER stated there is none but they are only talking about enrollment by 10-15 ESP majors.

BLEILER asked why students need to take this material twice. RUETER noted that statistics literacy is important to the program and students are not getting it before they arrive, for example, as part of their required high school curriculum.

ELZANOWSKI/MacCORMACK MOVED TO AMEND THE MOTION, by tabling ESR 340 and referring the course proposal back to committee.

THE MOTION TO AMEND FAILED by majority hand vote.

THE MOTION TO APPROVE PASSED by majority voice vote.

MEIER/RUETER MOVED THE SENATE APPROVE course changes, Engineering and Computer Sciences, as listed in "E-1."

THE MOTION TO APPROVE PASSED by unanimous voice vote.

SHUSTERMAN suggested that the Senate charge the Undergraduate Curriculum Committee to review criteria for policy on course overlap next year. KETCHESON noted that that was an excellent idea. ELZANOWSKI agreed, noting that in this case there was no consultation of the Math department by the committee.

BROWN/WETZEL MOVED THE SENATE APPROVE the Business Administration program change, Business Administration, as listed in the "E-1" addendum.

THE MOTION TO APPROVED PASSED by unanimous voice vote.

## **2. Graduate Council and Curriculum Committee Joint Proposals**

OSTLUND introduced the proposals for the committees.

BLEILER/REESE MOVED THE SENATE APPROVE new courses and course change, Liberal Arts and Sciences, as listed in "E-2."

THE MOTION PASSED by unanimous voice vote.

REDER/BODEGOM MOVED THE SENATE APPROVE new course and course changes, Business Administration, as listed in "E-2."

THE MOTION PASSED by unanimous voice vote.

CRESS/CASKEY MOVED THE SENATE APPROVE new courses, Education, as listed in "E-2."

SCHECHTER asked what the status is of faculty teaching those courses. LIVNEH noted that they are long-term adjunct faculty.

THE MOTION PASSED by unanimous voice vote.

## **3. Graduate Council Course Proposals**

OSTLUND presented the proposals for the council.

BARHAM/COLLIER MOVED THE SENATE APPROVE program and course changes, Liberal Arts and Sciences, as listed in "E-3."

THE MOTION PASSED by unanimous voice vote.

WOLLNER/CLUCAS MOVED THE SENATE APPROVE a program change and new course, Urban and Public Affairs, as listed in "E-3."

THE MOTION PASSED by unanimous voice vote.

## **4. Proposed Amendment to the Constitution, Art. IV, 4., 4) h Teacher Education Committee**

COLLIER/BALSHEM MOVED THE SENATE APPROVE the proposed amendment listed in "E-4."



Hearing no discussion, the Presiding Officer noted that the proposed amendment will be forwarded to the Advisory Council as specified by the Constitution, and returned to the Senate for a vote in October 2007.

## **5. Focus the Nation Resolution**

ERVIN introduced the proposal for the letter of endorsement in "E-5", noting that this is a national non-partisan educational activity, which a group of PSU students and faculty are participating in.

MEDOVOI/ELZANOWSKI MOVED THE SENATE ENDORSE THE FOCUS THE NATION RESOLUTION, as stated in "E-5."

THE MOTION PASSED by unanimous voice vote.

## **F. QUESTION PERIOD**

There were no questions.

## **G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES**

### **1. University Studies Council Annual Report**

McBRIDE/Latiolais introduced the report for the council (attached). Latiolais noted that it was a fabulous group of faculty in this the first year of the committee's history. He noted that in addition to course and program approvals, the committee spent most of their time on reviewing how University Studies will go forward at PSU. He briefly reviewed the proposal for reform, and requested Senators submit comment to the website blog.

ZELICK asked for a clarification of the diagram, in particular "Faculty Participation." FLOWER noted he is responsible for the website, and that he could change it to read "increase faculty participation."

RUTH thanked the council for their work and the website, and asked what attention has been given to the larger problem of inadequate tenure line faculty to do regular department work, irrespective of University Studies issues.

McBRIDE noted that the committee's charge is to address the needs of University Studies. Their hope is that now that there is a plan to focus faculty attention, that these are the very issues that may surface. She reminded that faculty need to get on to the site and comment about this and other issues.

RUETER noted he wanted to reiterate the point that if University Studies needs more tenure-line faculty involvement, it amplifies the fact that all the departments need tenure lines to staff various such duties. RUTH added that the program review cites program morale that is related to status of those University Studies

faculty who are not on tenure lines. LATIOLAIS noted that the committee have discussed that issue, but reminded that it is the purview of the administration.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

## **2. Budget Committee Annual Report**

Ray JOHNSON presented the report for the committee, after "G.7."

JOHNSON thanked the administration for their cooperation on behalf of the committee. He also noted that key issues, aside from the required permanent and one-time cuts, are academic priorities for add-backs, the adverse impact of cuts in OIT, and the long-term lack of increases in S&S.

*NOTE: There was no transcript for the remainder of the Senate meeting.*

CARTER asked a question about the mix of tenure related and fixed term faculty.

DISROCHERS followed Johnson's remarks with some comments. She thanked the Budget Committee for their engagement, noting it was due in part to Johnson's effective leadership. She noted the current progress in the legislative budget proposal, including the positive impact of the improving revenue forecasts.

She noted that the media's support for higher education, especially by David Saranson, has had particular impact in this round of state funding. She noted that, in retrospect, we probably spent down OIT too much, and hopefully services will be restored in this area in the coming biennium.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

## **3. Educational Policies Committee Annual Report**

HANSEN presented the report for the committee, including the report on academic quality, after "G.1."

HICKEY asked if there was any exchange with the University Studies Council on data and analysis of transfer transition issues. HANSEN stated the committee hadn't gotten to that issue.

BARHAM asked for a clarification of what the committee was looking at with respect to co-admission. JACOB asked for a clarification regarding the discussion of centers.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

## **4. Faculty Development Committee Annual Report**

RODRIGUEZ presented the report for the committee (attached).

RODRIGUEZ noted that the increase in viable applications indicate that the committee could easily award a much greater amount of funds, and the committee strongly recommends an increase in funding for their work. The same is true of travel funds and post-tenure peer review.

MacCORMACK asked about how many requests were funded. RODRIGUEZ stated that it was about one-half.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

### **5. Graduate Council Annual Report**

OSTLUND presented the report for the committee.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

### **6. Undergraduate Curriculum Committee Annual Report**

MIKSCH presented the report for the committee, before "G-1." She noted that the number of new courses, etc. had increased, and this was one of the busiest years on record. She also noted that the committee experienced difficulty in reviewing new proposals in light of budgetary constraints.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

### **7. Committee on Committees Annual Report**

RUETER presented the report for the committee. He stressed one item of importance with regard to faculty governance, and that is poor communication from committees back to their home schools and programs. Another item is lack of staffing and chairs for certain committees, for example, Undergraduate Curriculum Committee. Another item is the calendaring of the committee's workload, which is largely in spring term. Another item is the lack of a standardized time for committee meetings.

The Presiding Officer accepted the report and thanked the committee for their work this year on behalf of the Senate.

## **H. ADJOURNMENT**

The meeting adjourned at 16:55 p.m.

June 4, 2007

TO: Faculty Senate

FROM: Bonnie Miksch  
Chair, Undergraduate Curriculum Committee

RE: Addendum to E-1, Submission of Undergraduate Curriculum Committee

The following proposals have been approved by the University Curriculum Committee and are recommended for approval by the Faculty Senate

**College of Liberal Arts and Sciences**

**New Course**

- LING 301/NAS 301 Introduction to Native American Languages (4) General introduction to the linguistic and cultural background of endangered native languages of North America. Topics include structure of native languages; relationship of language to other aspects of culture such as worldview, social organization, and story telling; history of language change and current tribal projects to revitalize native languages.

**School of Business Administration**

**Program Change**

The Real Estate Finance Option in the Major in Business Administration has the following changes:

- The Real Estate Practicum (FIN 409) was dropped, saving the school for having to find and offer internships for every real estate finance major.
- In place of FIN 409, students are required to take USP 423 Real Estate Development and Finance.
- FIN 452 Investments has been dropped in favor of an additional elective.

## Report of the University Studies Council<sup>1</sup> to the Faculty Senate June 2007

Prepared by Leslie McBride and M. Paul Latiolais, Co-Chairs

**Council:** Devon Allen, Mary Ann Barham, Mitch Cruzan, Jason Damron (student), Sharon Elteto, Michael Flower, Kim Heidenreich (student), Yves Labissiere, M. Paul Latiolais (co-Chair), Leslie McBride (co-Chair), Carol Morgaine, Betsy Natter, Vicki Reitenauer, Ken Peterson, Michael Toth.

**Ex-officio:** Sukwhant Jhaj, Shawn Smallman

Throughout the academic year, the University Studies Council considered and passed forward general recommendations regarding UNST course approval procedures as well as specific course approvals, including cluster course proposals and one new FRINQ sequence—Ways of Knowing.

The majority of our time has been spent developing a framework to revitalize University Studies. This plan, developed in consultation with both the Director of University Studies and the Vice Provost for Instruction and Dean of Undergraduate Studies, was presented to the Provost in April. Since that time, it has been presented to University Studies faculty for review and discussion and has been the focus of three meetings with cluster coordinators. The full plan may be viewed at [http://homepage.mac.com/flowermj/unst\\_reform/](http://homepage.mac.com/flowermj/unst_reform/). An executive summary, including a graphic overview of the framework, is attached to this report.

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<sup>1</sup> In accordance with the **Faculty Governance Guide**, the charge of the University Studies Council (UNSTC) is to:

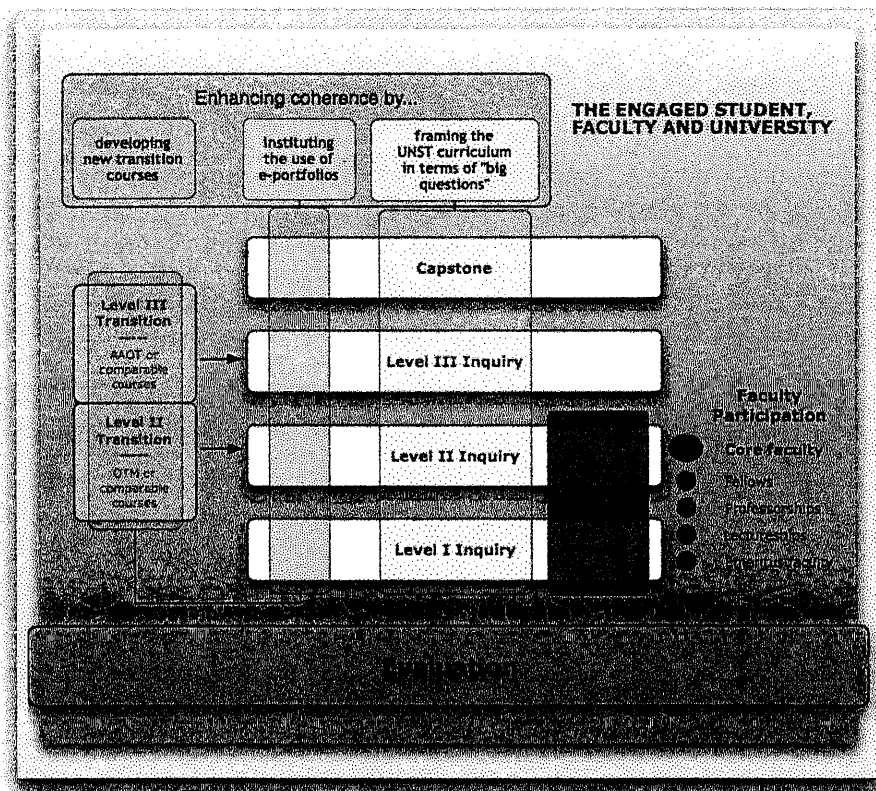
- “1) Develop and recommend University policies and establish procedures and regulations for University Studies.
- 2) Recommend to the Faculty Senate or its appropriate committees and to the Dean of Undergraduate Studies suitable policies and standards for University Studies courses and programs.
- 3) Coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate for new courses in the University Studies program.
- 4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, all aspects of the University Studies program and its assessment, and suggest needed changes to the appropriate administrators or faculty committees.
- 5) Advise the Senate and its committees on all aspects of University Studies.
- 6) Act in liaison with appropriate committees.
- 7) Report at least once a year to the Senate, including a list of courses and program changes reviewed and approved.”

**Executive Summary**  
**University Studies Council Proposal for UNST Reform**  
**Submitted to Portland State Faculty Senate**  
**June, 2007**

Responding to the charge given to it at its inception by the Faculty Senate in the spring of 2006, the University Studies Council, drawing on previous reports and studies, is currently in the process of addressing a number of issues concerning University Studies. As a result a revitalization of the program is being envisioned that will enable University Studies to address student needs of the twenty-first century.

The graphic below depicts this revitalization. It involves a number of interrelated adjustments and innovations: re-identifying course levels to reflect more accurately the sequence in which they should be taken (referred to in this proposal as Levels I, II, III and Capstone); increasing tenure-stream faculty involvement, especially at the first and second inquiry levels; framing curriculum in terms of big questions that address far-reaching issues as per AAC&U's document *College Learning for the New Global Century*; integrating student experience more completely through use of electronic portfolios throughout the program; and assimilating all transfer students into the program through specifically designed learning modules.

For each of these interrelated elements we have identified intended goals, recommendations for achieving these goals, and supporting rationale for both goals and recommendations. Each of these elements can be examined by following the link attached to it in the schematic below ([http://homepage.mac.com/flowermj/unst\\_reform/](http://homepage.mac.com/flowermj/unst_reform/)). In addition to the schematic, this summary includes goals of each element.



## **FACULTY PARTICIPATION**

### *What goals are we trying to achieve?*

- To reaffirm the value, improve the morale and establish a greater equity for University Studies faculty.
- To increase the attractiveness of faculty participation in University Studies.
- To elevate the perceived value and status of University Studies for the university and community at large.

## **FRAMING THE UNST CURRICULUM IN TERMS OF "BIG QUESTIONS"**

### *What goal are we trying to achieve?*

- To address, through the University Studies curriculum, the big questions confronting this generation of students, as well as ourselves. These are the questions that the recent report from the Association of American Colleges and Universities (AAC&U)—College Learning for the New Global Century—describes as the "far-reaching issues—contemporary and enduring—in science and society, cultures and values, global interdependence, the changing economy, and human dignity and freedom." These issues would replace the current themes for University Studies Sophomore Inquiry/Clusters and provide a more robust framework for establishing intellectual and thematic coherence amongst UNST courses.

## **THE E-PORTFOLIO**

### *What goal are we trying to achieve?*

- To have a four-year electronic portfolio that is implemented throughout the University Studies curriculum, is designed to aid inquiries that originate from the big questions framing that curriculum, is tied to the essential learning outcomes, and is linked to student work in majors and disciplines.

## **TRANSFER STUDENTS**

### *What goals are we trying to achieve?*

- To better address the various ways in which students increasingly participate in higher education: moving among different institutions, stopping out for personal or economic reasons, assembling courses from a variety of institutions.
- To ensure that transfer students experience a smooth transition into the University Studies program at the appropriate level and thus facilitate a coherent learning experience throughout their UNST coursework.

## **EVALUATION**

### *What goals are we trying to achieve?*

- To gather and summarize University Studies program assessment data and results in order to support University Studies Council efforts to monitor and enhance program effectiveness.
- To be an assessment clearinghouse for the campus community (administrators, UNST core faculty, non-core faculty, administrative units, etc.) for all matters pertaining to the effectiveness of the UNST program.
- To ensure that high quality assessment techniques are utilized in evaluating the effectiveness of all aspects of the program (these include: student learning and success, faculty participation, curricular effectiveness, etc).

**Faculty Senate Budget Committee Annual Report: 2006-07  
May 17, 2007**

Chair Person: Raymond Johnson, SBA

Faculty: Robert Bertini, ECS

Brad Hansen, Chair, Educational Policies Committee

Mark Fishbein, BIO

Robert Gould, PHL

Agnes Hoffman, OSA

Keith Kaufman, PSY

Susan Lenski, ED

Cheryl Livneh, XS

Connie Ozawa, UPA

Thomas Seppalainen, PHIL

Richard Wattenberg, TA

Claudia Weston, LIB

James Woods, ECON

Vicki Cotrell, SSW

Consultants: Lindsay Desrochers, Vice President for Finance and Administration

Roy Koch, Provost

Carol Mack, OAA

Kathi Ketcheson, OIRP

Michael Fung, FADM

**Committee Charge:** The charge of the faculty senate budget committee is outlined in Article IV I) of the Constitution of the Portland State University Faculty.

### **Setting for Issues Addressed by the Budget Committee**

When the Faculty Senate Budget Committee (Budget Committee) convened at the beginning of the fiscal year we were presented with a situation where PSU was planning for 2005-06 with expected revenues of \$196,757,145 and a potential expenditure budget of \$199,102,827. While the university was in a position to make up the difference of approximately \$2.345 million in expenditures over revenues out of fund balances, the University Administration and Budget Committee recognized that the current level of Education and General Budget spending is not sustainable, and the university fund balance needs to be replenished.

### **Proposed Budget Changes for 2007-08**

The University Budget Team proposed budget changes for 2007- 08. These budget changes include:

1. A series of one time cost savings aimed at restoring the university fund balance in the approximate amount of \$2,343,000.
2. Permanent cost reductions in the approximate amount of \$1,205,000.
3. Revenue enhancements that are estimated to bring in an additional \$2,345,000 of revenues with an underlying cost of approximately \$322,000.



In addition, approximately \$1,393,000 of potential budget additions, plus another \$575,000 of additional high priority needs, have been identified for potential budget restoration if resources allow.

### **Specific Comments on Budget Proposals Discussed with the University Budget Committee**

The Budget Committee was supportive of the proposed budget changes for 2007-08 that are outlined in the above paragraph. During budget hearings and we heard no significant comments that raised concerns about the proposed (1) one time cost savings (2) permanent cost reductions, or (3) proposed revenue enhancements. With respect to the graduate tuition increases the Budget Committee was particularly pleased to hear that scholarship funding will be available to graduate students who are particularly impacted by increases in graduate tuition.

The Budget Committee raised three issues for consideration by the University Budget Team.

1. A number of proposals involve investments in activities such as improved advising or spending funds on recruiting out of state students - that should lead to improved revenues for the university. There needs to be some form of accountability and monitoring of results to see that investments are delivering the expected return. While some of the expected revenues may be difficult to directly tie to investments (e.g., investments in advising and student success activities), it is important to follow-up to determine if the University is getting the expected return on investments. Given that a plan has been put together to estimate increased revenues that may result from investments in student recruiting and student retention, the University needs to find a way that to monitor actual results and compare those outcomes with the initial plan.
2. The Budget Committee confirmed that the budget for 2007-08 assumes no changes in the mix of tenure track and fixed term faculty. One possible strategy for meeting budgets is to reduce the use of tenure track faculty, with no change in budgeted expenditures. This was discussed verbally with the University Budget Team which confirmed our understanding that the upcoming budget assumes no changes in the ratio of tenure track to fixed term faculty.
3. We had several comments regarding the priority for strategic investments if sufficient funding can be found.
  - a. University services and supplies budgets are woefully underfunded. The Budget Committee raised this issue last year and we feel that we need to address it once again. Many departments have not had increases in their S&S budget since the early 1990's. This means that other funds intended for direct student credit hour production, faculty support/development, etc. are paying for supplies, copiers and phones. Not having sufficient infrastructure and support funds adversely impacts the quality of what departments do as well as the quantity of student credit hours departments can produce. S&S budgets are a hidden factor that limits departments and is unlikely to be addressed unless the central administration makes it a priority.
  - b. During the 2006-07 fiscal year, the Office of Information Technologies (OIT) took significant budget reductions. Looking back, this has caused significant problems. Instructional technologies are not working as they have in the past, which is causing problems for students and faculty. PSU must look at restoring the quality we have previously experienced in OIT.

## **Budget Work in Process**

The Budget Committee recognized that priorities for reinvestments in academic areas have not yet been developed and establishment of academic priorities is a work in process. Previous budget committees have noted a feeling that there are considerable inequities in the present budget allocations, and that efforts should be made to bring resource allocations equal across units before starting a new budgeting process. The same committee recognized that reasonable people may disagree on where this inequity is or how to determine what is equitable. Next year we encourage an open discussion of planned reinvestments in academic areas in the same way that other infrastructure reinvestments have been made public, allowing faculty and the budget committee to provide input on proposed academic reinvestments. This will allow an open discussion of the equity across units and a view to how PSU will attempt to fund academic priorities given the current level of support from the Oregon Legislature and the Oregon University System.

## **Upcoming Issues for 2007-08**

During the current year the PSU Administration and the budget committee began a process that will become an annual process of evaluating the utilization of university resources and the need for reallocation of resources and reinvestments in critical needs areas.

The current year's budget committee evaluated the process by which faculty report their activities for the year, with the objective of making this an exercise that more clearly captures faculty activities and contributions to the university mission.

Funding for 2008-09 is dependent on what happens with the current legislature, the base funding provided for small universities, and how OUS allows funds to follow enrollment. If additional resources are forthcoming, there is a need for significant discussion about how priorities should be back filled. In addition, the budget committee should address the following issues:

- Criteria for planned reinvestments.
- Encourage deeper and transparent discussions of the evaluation of accomplishments of unit missions and the allocation of resources at the department and unit levels.
- Determine whether there were inadvertent consequences of the current year's budget decisions.
- Determine how to evaluate the accountability for investments made in 2007-08 that should bring new revenues.
- Evaluate the fairness of the evaluation of both academic and non-academic units.
- Find better ways to share the University successes and the accomplishments of the University's mission.

**Annual Report to the Faculty Senate  
Faculty Development Committee  
June 4, 2007**

**Members:**

Leopoldo Rodriguez (Chair)  
Linda Absher  
Sue Danielson  
Gregory Davis  
Grace Dillon  
Don Frank  
Janet Hamilton

Dan Hammerstrom  
Steve Harmon  
Kris Henning  
Julie Rosenzweig  
Alex Ruzicka  
Juliette Stoering  
Helen Young

**Faculty Enhancement Grant**

The purpose of the Faculty Enhancement Grant is to aid in building faculty capacity for research, instruction and service. The maximum award is \$10,000.00. This year the committee had \$250,000 available to fund 83 proposals. Available funds have remained constant while the number of proposals has risen significantly. Additional funding is clearly necessary to address faculty development needs. This year requested funds were \$438,428.00 above available funds.

*Faculty Enhancement Grant – Last awards made in April 2007*

<b>Year</b>	<b>Applications</b>	<b>Requested</b>	<b>Awarded</b>
2006-07	53	\$429,448.00	\$248,717.00
2007-08	83	\$688,428.00	\$250,000.00

**Travel Grant**

The Travel Grant provides funding for the expenditures associated with the presentation of faculty research at conferences and seminars. The maximum award is \$1,250.00. The committee had \$90,000 in travel funds for this year. The committee made awards on four occasions corresponding to the academic terms when travel was to take place.

*Travel Grant – 2006-2007 Academic Year*

<b>Term</b>	<b>Applications</b>	<b>Requested</b>	<b>Awarded</b>
Summer 06	42	\$45,723.95	\$32,980.00
Fall 06	40	\$36,169.05	\$21,350.00
Winter 07	37	\$32,168.50	\$16,421.00
Spring 07	29	\$28,626.00	\$20,175.75

From year to year we have noticed a steady increase in the number of applications and the amounts requested. We seek to fund all completed applications resulting in a decline in the average award as the number of applications increases.

**Post-Tenure Peer Review**

The FDC is also in charge of yearly post-tenure peer-review awards. The committee met in late May 2007 and made awards for \$50,000 to 28 faculty members. Requests for funding reached \$117,532.00 this year, an indication that additional funding to support post-tenure peer-review awards is necessary.

## MEMORANDUM

Date: May 2, 2007

To: Faculty Senate

From: DeLys Ostlund, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2006-2007 academic year

The Graduate Council has been composed of the following members during the past year:

MEMBER	Years Served	Academic Unit
Steve Bleiler	04-07	CLAS
Joel Bluestone	05-07	FPA
Christopher Borgmeier	06-07	ED
Eileen Brennan	05-07	SSW
Virginia Butler	04-07	CLAS
Doug McCartney	05-07	AOF
DeLys Ostlund	04-07	CLAS
Candyce Reynolds	06-07	OI
Gretta Siegel	03-07	LIB
Gerald Sussman	04-07	UPA
Sully Taylor	06-07	SBA
William Woods	04-07	MCECS
Alan Yeakley	05-07	CLAS
<b>Student Member:</b>		
Mary Dinsdale	06-07	

We would also like to acknowledge the ongoing assistance provided by the committee's ex-officio members, Linda Devereaux, William Feyerherm, Courtney Ann Hanson, and Maureen Orr Eldred.

The Council has met approximately twice per month during the past academic year to address graduate policy, and to review proposals for new graduate programs, program changes, new courses, and course changes. In addition, teams of Graduate Council members have read and recommended on the disposition of graduate petitions.

## **I. Graduate Policy and Other Council Activity**

Graduate policy and other council activity included:

- Addressed concerns noted by the 2005-06 Accreditation team regarding both the number of 400/500 mixed courses used in many graduate programs and the ratio of undergraduate vs. graduate students in such courses. Polled affected programs regarding the possibility of increasing the required number of graduate-only credits from a total of 12 to a total of one-third of a degree program.

Programs in the professional schools (Business Administration, Social Work, Urban and Public Affairs) as well as the Music programs indicated that such a policy change would have no adverse impact on their programs as all students were currently required to take at least 1/3 (if not more) of their course work in graduate-only classes. Students in the professional schools account for 82.5% of students completing graduate degrees during the past five academic years.

The largest unit on campus, the College of Liberal Arts & Sciences (CLAS), accounts for the largest number of graduate programs; however, only 17.3% of MA/MS degree recipients came from CLAS during the same five-year period. While these students do not represent the majority of graduate students at PSU, they are the most vocal about their desire for more graduate-only courses. Many students in graduate programs in CLAS technically already meet the higher standard of 1/3 of the degree (501 Research and 503 Thesis credits are considered to be graduate-only courses). The issue at hand, then, is the letter of the law (actual number of grad-only credits) vs. the spirit of the law (a truly graduate experience in a significant percentage of courses). The consensus of CLAS programs was that due to SCH requirements, they are unable to offer any more 500-only courses. GC decided not to pursue the matter further at this time and prepared a memo to Provost to this effect.

- Addressed the issue of the overuse of graduate petitions. Prepared a memo to be read on floor of Faculty Senate (attachment G-1 to April Faculty Senate Minutes). Added new language to PSU Bulletin to clarify purpose of petitions at graduate level.
- Revised the council's internal review processes so that two-page summaries of new graduate programs are requested by review panels during their initial review process. This summary will now be part of the GC review to ensure that it is an appropriate reflection of the proposal
- Voted to adopt the new policy regarding undergraduate Incompletes (I's converting to F's after one year) for graduate-level courses; proposal was defeated on Faculty Senate floor.
- Addressed the on-going problem of weak statements regarding adequacy of library resources for new course, certificate, and program proposals. All proposals must explain whether or not library resources are adequate for new courses. (New programs require a thorough assessment to be submitted by the Library Dean). The statement "They are adequate" is insufficient. Explanation should include titles of databases and key journals that support the course and whether or not the library has current subscriptions. Statement should also reflect the scope and depth of the other library holdings (books, maps, reports, scores, CDs, etc.). These details are especially needed for courses with major research components.
- Determined that effective Fall 2007 term all course proposals coming before GC must be on new form; those that are not will be returned to the units.

- Discussed the issue of the Foreign Language requirement for MA/MAT programs.
  - Determined that American Sign Language may be used to fulfill the language requirement for MA programs.
  - Determined not to take any action regarding elimination of this requirement.

## **II. New Programs and Program Changes**

Tables 1 and 2 summarize the new programs and program changes, recommended for approval by the council and subsequently approved by the Faculty Senate (except as noted). Most proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

**Table 1. New Programs**

<b>Title</b>	<b>Unit</b>
Ph.D. in Chemistry	CLAS
Graduate Certificate in Urban Design	UPA & FPA

**Table 2. Program Changes**

<b>Program</b>	<b>Change</b>	<b>Unit</b>
Graduate Certificate in Applied Statistics	Change to electives and addition of language regarding substitutions.	CLAS
MA/MS in Health Studies	Redistribution of required and elective credits	UPA
MA in Anthropology (June FS agenda)	Reduction in Internship hours in order to bring the applied/policy track in line with the thesis track	CLAS
Graduate Certificate in Real Estate Development (June FS agenda)	Change one course from requirement to elective and increase the number of electives.	UPA

## **III. Course Proposals**

Table 3 provides information regarding the number of new courses and course changes submitted by the various units. A total of 37 new course proposals were reviewed and recommended to the Senate for approval, along with another 45 course change proposals. Many course proposals were returned to the proposing unit for modifications during the review process, most of which were received back and processed during the year.

**Table 3. Summary of Proposals related to courses**

<b>Unit</b>	<b>New Course Proposals</b>				<b>Course Chg. Proposals</b>
	<b>1 Credit</b>	<b>2 Credits</b>	<b>3 Credits</b>	<b>4 Credits</b>	
CLAS			7	7	9
ED				3	

SBA				1	2
FPA			1	2	3
SSW	1	1	9		30
UPA			5		1

#### **IV. Petitions**

Teams of Graduate Council members issued 75 petition decisions. The distribution of these petitions among the various categories is presented in Table 4. This number of petitions is consistent with past years. The approval rate during the past year was slightly lower than last year. As in past years, the most common petition was the extension of the 1-year limit on incomplete grades; about two-thirds of these were approved. Table 6 and 7 have been added this year only in connection with the petition memo listed in Section I.

**Table 4.** Petitions acted on by the Graduate Council during the 2006-2007 academic year (decisions since the last Annual Report May 13, 2006) and the results of that action.

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
<b>A</b>	<b>INCOMPLETES</b>					
A1	Waive one year deadline for Incompletes	42	29*†	13	56%	69%
<b>B</b>	<b>SEVEN YEAR LIMIT ON COURSEWORK</b>					
B1	Waive seven year limit on coursework	8	7*†	1	11%	88%
B2	Waive seven year limit on Transfer courses	2	0	2	3%	0%
<b>D</b>	<b>DISQUALIFICATION</b>					
D2	Extend probation	5	4	1	7%	80%
D3	Readmission after one year disqualification	3	3	0	4%	100%
<b>F</b>	<b>TRANSFER CREDITS</b>					
F1	Accept more Transfer or Pre-Admission credit than allowed	7	6*	1	9%	86%
F4	Accept non-graded Transfer or Reserve credit	1	1	0	1%	100%
<b>H</b>	<b>REGISTRATION PROBLEMS</b>					
H3	Retroactive withdrawal	4	0	4	5%	0%
H6	Accept late grade change	1	1	0	1%	100%
<b>K</b>	<b>UNIVERSITY LIMITS ON COURSE TYPES</b>					
K6	Waive university limit on 800-level courses	2	1	1	3%	50%
Total		75	52	23		69%

\* includes partial approvals

† indicates more than one request category on a single petition; total reflects 75 decisions on 74 petitions

**Table 5.** Historic summary of number of petitions, approval rate, and graduate degrees granted.

Academic Year	Total Petitions	Percent approved	Grad Degrees Awarded
2006-07	75	69%	[not yet available]
2005-06	86	71%	1494
2004-05	71	72%	1565
2003-04	67	79%	1495
2002-03	56	93%	1331
2001-02	78	81%	1218
2000-01	79	78%	1217
1999-2000	102	92%	1119
1998-99	84	77%	1088
1997-98	70	80%	998
1996-97	75	91%	1019
1995-96	61	87%	936
1994-95	66	87%	884
1993-94	65	82%	839
1992-93	90	83%	838
1991-92	70	89%	879
1990-91	71	89%	672
1989-90	94	83%	681
1988-89	108	83%	702
1987-88	146	83%	687

**Table 6.** Breakdown by college/school (includes both administrative and GC petitions).

Total Petitions by College/School		% of Total Petitions for 06-07
CLAS	50	19.7
SBA	15	5.9
GSE	60	23.6
MCECS	33	13
FPA	7	2.7
SSW	16	6.3
CUPA	52	20.5
IST	1	0.4
Unknown	20	7.9

**Table 7.** Total petitions and total percentages per year per school/college.

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	TOTALS
CLAS	67	50	65	60	50	292
SBA	23	14	6	5	15	63
GSE	109	75	82	90	60	416
MCECS	27	39	52	39	33	190
FPA	8	6	7	9	7	37
SSW	17	21	13	26	16	93
CUPA	45	44	39	48	52	228
IST	1	2	2	1	1	7
Unknown	5	12	12	15	20	64
TOTALS	302	263	278	293	254	1,390



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>CLAS</b>	22.18	19	23.4	20.5	19.7
<b>SBA</b>	7.6	5.3	2.1	1.7	5.9
<b>GSE</b>	36.1	28.5	29.5	30.7	23.6
<b>MCECS</b>	8.9	14.8	18.7	13.3	13
<b>FPA</b>	2.6	2.3	2.5	3.1	2.7
<b>SSW</b>	5.6	7.98	4.7	8.9	6.3
<b>CUPA</b>	14.9	16.7	14	16.4	20.5
<b>IST</b>	0.3	0.7	0.7	0.3	0.4
<b>Unknown</b>	1.6	4.6	4.3	5.1	7.9

#### **V. Items In Progress (that might be approved for Senate consideration in October)**

Review of the following proposals is in progress

- Change to existing program and twelve related course proposals from Conflict Resolution.
- Thirty-seven course proposals from MCECS.

#### **VI. Future Graduate Policy and Other Activity**

- Place examples of well written new course and new program proposal forms on the Office of Graduate Studies & Research website

**Annual Report  
to the Portland State University Faculty Senate  
from the Committee on Committees**

DATE: June 3, 2007

Chairperson: Rueter, John, LAS (ESR) (2005-07)  
 Faculty: Leerom Medovoi, LAS (ENG) (2005-07)  
 Carol Morgaine, LAS (CFS) (2005-07)  
 Larry Kominz, LAS (FLL) (2006-08)  
 Susan Reese, LAS (ENG) (2006-08)  
 Walton Fosque, FPA (ART) (2005-07)  
 Thomas Larsen, LIB (2005-07)  
 Glen Sedivy, XS (2005-07)  
 Leonard Shapiro, ECS (2005-07)  
 Alan McCormack, OI (2006-08)  
 Pauline Jivanjee, SSW (2006-08)  
 Gary Brodowicz, UPA (2006-08)  
 Ray Johnson, SBA (2006-08)  
 Jennifer Cardenas, AO, (2006-08)  
 Danelle Stevens, ED (2006-08)

**Part A: Committee comments**

1. Our committee is charged with finding and recruiting new members and chairs for the approximately 20 Senate Committees. This starts when all faculty fill out the committee preference survey. When an opening comes up, we use this list to start looking for volunteers. We try to maintain a balance between colleges and other designations as represented in Senate.

Two important points:

These committees are not supposed to be representative, other than to get the voice from all units. There is usually no formal way that the committee action gets communicated back to the full unit that the committee member was chosen from.

2. The desired outcome for our committee is to create an interlocking committee structure that blends faculty, administrators, and academic professionals to discuss and implement many of the crucial issues that our university faces. Some of these will come before Senate formally, but many others are worked out in the committees. This is our PSU version of "shared governance"; faculty + administrators + academic professionals. Some issues really need to be discussed and debated in the Senate. This process is democratic and pragmatic; it may not be efficient and quick.

3. Our committee meets and makes recommendations through email. But we did meet face-to-face once to address some of the issues that have come up. We saw some of these issues in this year's debates, such as whether we should use private ballots more often or how we can improve reporting out from the committees to Senate and the rest of the university. We also discussed how to increase the participation by teaching faculty in the context of their increasing workload in their own departments and decreasing proportion of tenure-track faculty.

4. We agreed that most of the committees we work with could use better staff support and a better electronic system for sharing documents, discussion, and voting.

5. In the future we would like to see several changes in committee practice including:

Committees should post set meeting times and workload expectations. This would allow faculty to know if they can serve on particular committees.

The committee-on-committees should be reformed in mid-year, not during its busiest season (which is right now).

## **Part B: Current status of committee staffing**

1. One reason this report is being submitted at such a late date is that we are right in the middle of our recruiting drive. It's like pledge week on OPB.
2. As of today (Monday) we have only established chairs for about 8 out of 20 committees. It is crucial that we find chairs so that our committee can work with the chairs to organize committees that will be active next fall.
3. In some cases we are having trouble finding full time faculty from the different colleges. This is important work that can really use strong teaching and research voices in the early stages of each task. If you are on Senate, you should also consider chairing or working on one of the committees.
4. When you get an email from one of the Committee-on-Committee posse, please reply quickly and affirmatively.

### **Institutional Assessment Council**

Responding to the Accreditation Committee's recommendation that the university establish a review mechanism to monitor the implementation and effectiveness of student learning assessment, the Provost formed the Institutional Assessment Council (IAC) in the Winter of 2007. The council works within the framework of the President's Assessment Initiative to institutionalize and support sustainable assessment practices at PSU. The committee reports to the faculty Senate and the Provost. Specifically, the council was tasked with the following two charges (from committee charter):

1. ...[T]o promote and oversee the continued implementation of assessment across the campus, working closely with three offices: Instruction and Undergraduate Studies, Institutional Research and Planning, and the Center for Academic Excellence. The council will assist academic departments with assessment planning and implementation that reflects student learning at the program, department, and institutional level.
2. In cooperation with the three ex-officio members, the Council will review the general charge above and design a strategy for addressing assessment long term, including a recommendation on whether the Council should be reconstituted in the future as a Faculty Senate constitutional committee. It will propose key learning goals that can be piloted as a tool for institutional assessment during 2006-07. The results from the pilot will be used as a basis for a broader campus conversation on institutional learning goals and assessment overall. The IAC will serve as the review and reporting mechanism for assessment on campus.

The Council consists of seven voting faculty members, a graduate student representative, the Center for Academic Excellence assessment associate, and three ex officio members (vice provost for Instruction and Undergraduate Studies, director of Institutional Research and Planning, the director of Teaching and Learning-Center for Academic Excellence). The council is supported by the Assessment Integration and Support Team (ASSIST), a group consisting of an interdisciplinary group of graduate students with interest in assessment, the Assessment Associate from the Center for Academic excellence, and the Faculty in Residence for Assessment who, this year, also chaired the IAC.

In order to address its two charges, the council identified the following four priorities for its inaugural year: First, develop a strategy for articulating and a plan for assessing campus-wide undergraduate learning objectives. Second, develop a set of ethical guidelines, protocols and policies that regulates the use of student learning assessment work (these will include, for example, how assessment information such as student evaluations is used; by whom, for what purposes; reporting and dissemination mechanisms, etc.). Third, develop a set of working assumptions and tenets that inform student learning assessment at PSU (for example, valuing assessment builds a culture of evidence supports student learning and success). Fourth, develop a framework that coordinates assessment efforts and recommend a set of tools that facilitate review and

reporting of campus assessment work. This framework will also include a review and feedback mechanism for the gathered assessments.

During its first six months the committee focused on the first priority to make progress toward the development of campus wide learning objectives. Initially, some committee members cautioned that the IAC not be perceived by the faculty as the institutional body that is generating the student learning outcomes-- in a vacuum, by fiat. Such perception may jeopardize institutional buy-in. Indeed, all members felt strongly that the success of our efforts depended on the broadest possible conversation, and collaboration with the campus community. The committee also did not want to "start from scratch" and begin yet another conversation on student learning outcomes. There have been several of these on this campus over the past decade and none have produced the desired outcome. Rather, the committee decided to summarize and synthesize where we are on campus with respect to the development of campus wide learning outcomes and connect that with broader currents in undergraduate education occurring at the regional and national level. The committee felt it important to situate its current assessment work within a much larger framework of teaching and learning at PSU.

The following sequence of events sets forth the context, environment, and conversations that make the council's current work on leaning goals timely and possible. The council is mindful of, and intentional about, making communicating these connections clear so that others may see that these current efforts build on previous work and connect outward and forward to other regional and national efforts.

- In 1994, the university replaced its general education program with an interdisciplinary curriculum revolving around four undergraduate learning goals: Ethics and Social Responsibility, Appreciation of Diversity, Communication, and Critical Thinking. In 2000, the then Vice Provost for Undergraduate Education led a campus wide effort to identify key "markers" of undergraduate education at PSU. Faculty participated in focused interviews, online bulletin boards, focus groups in order to define these. Unfortunately, the conversation ended prematurely without campus adoption.
- In 2003, the University developed a focused initiative to make "internationalization" an important curricular goal. This effort is still ongoing.
- In 2004 the Assessment Resource Network (ARN) carried out a content analysis of the curricular goals included by departments in their assessment on the shared database. This inductive analysis revealed the major commonalities that tied together the learning objectives of the various programs. The analysis yield six core objectives that, not surprisingly resemble those adopted in our general education program. These included: inquiry and critical thinking, communication, ethics and social responsibility, appreciation of diversity, understanding of international and global perspective, and disciplinary expertise.
- In 2005, the Oregon Governor Kulongoski signed into law Senate Bill 342 in order to facilitate student transfer among Oregon's education sectors. This Bill

mandates Oregon's community colleges and OUS institutions to "provide more effective statewide articulation and transfer to meet students' postsecondary education needs without unnecessary duplication of course" In response, The Joint Boards Articulation Commission worked with faculty across the state institutions to develop a draft of six general education outcomes which are now being discussed at each of the Oregon campuses including PSU.

- Lastly, in the fall of 2006, the American Association of Colleges and Universities released College Learning of the New Global Century: Liberal Education and America's Promise (LEAP). This document outlines an ambitious vision for general education and proposes a set of overarching learning goals critical for preparing students for the demands of this new century. This later document inspired campus leaders at this and other institutions around the country. PSU's University Studies Council, charged with improving curricular coherence in the general education program, is using the LEAP report as a foundational document. Moreover, in his first meeting with the IAC Provost Koch recommended the report as a resource for framing our approach to advancing campus-wide learning goals.

Together, these events and forces create a ripe moment to reinvigorate our common learning goals effort. In order to connect to the work and insights of these past efforts, the IAC created an omnibus document that identified commonalities and differences among the overarching learning goals expressed in each of the foregoing articulations, the LEAP report, Senate Bill 342, the ARN inductive study, and the University Studies general education program. For each goal, we identified areas of overlap and non-overlap with the others. Our goal was to use this summary to distil a set of common learning goals that reflected the combined set (See appendix A). This work was carried out by the ASSIST team and shared with the IAC. The committee then used this report to draft a list of goals and definitions of each. This process generated five learning goals: Ethics and Social Responsibility, Appreciation of Diversity, Communication, Critical Thinking, and Internationalization. Since they very much coincided with those of University Studies the committee decided to name in a manner consistent with the naming of the University Studies goals. This demonstrates the ways in which these derived goals are not new goals; they have already taken root at the institution. It also reflects national and global trends in higher education.

The IAC then formed subgroups, each focusing on one goal. The task was to tailor or make each goal unique to PSU by coming up with a definition of the goal that: a) specified its core components, b) explained how it supports the unique mission of the PSU, and c) suggested how it could be assessed at each of three levels: single course, programmatic and institutional. We also developed a sample for how the goal might be rearticulated and assessed within a particular academic unit or program. This later was conducted by a Sociology faculty who serves on the council and plays a lead role in his department's assessment work. (See examples in appendix B).

Next, the committee developed a process for inviting broader campus participation in further refinement of each goal. First, we shared the results of our work with the Provost, who made the development of campus wide learning goals a key feature of his initiative around student success. To that end he has invited Carol Geary Schneider, President, of the Association of American Colleges and Universities and one of the lead authors the LEAP report to be the keynote at the campus' opening symposium in September 2007. Following the presentation, the IAC will present its work on the goals and lead small faculty discussion groups to gather further input on the goals. Each group will focus on and provide feedback on one draft goal. We will also form a "devil's advocate" group charged with identifying gaps in the process (e.g. are there other important goals we've overlooked, how else might we refine the goals, etc.). Second, after incorporating the feedback from this collaboration, the IAC will seek input from the relevant institutional committees, including the Undergraduate Curriculum Committee, the Academic Requirement committee, and the Educational Policy Committee. Third, the committee will seek input from the academic units.